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ABSTRACT

The publication was prepared as a statement on the position of the California State Department of Education pertaining to the concept of career education. Career education is conceptualized as the bridge to relevancy between education and work; it moves the school out of the ivory tower into interaction with the total community. The position paper is further designed to provide the reader with an overview of career education in the State. The need for career education is identified and a philosophy established to accommodate that need. A great diversity exists in California schools; therefore, the proposed model for career education contained in the publication, with associated goals, components, and infusion processes, provides general guidelines for district- and school-level activities. Some other aspects of career education considered in the paper are: career education for adults, career education resources, process and product evaluation, staff development and management, and concern for racial and ethnic minorities. (Author/AJ)

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A Position Paper on Career Development and Preparation in California

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles - Superintendent of Public Instruction
Sacramento, 1974

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Career Education

A Position Paper on Career Development and Preparation in California

Prepared by the
Career Education Task Force

Under the direction of
Rex C. Fortune, Jr.
Associate Superintendent of Public Instruction

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Foreword

Today's youth live in a stimulating climate of change and challenge. With rapid technological advancement and expansion of knowledge has come a deep concern for humanism and individuality. There is a need to refocus our thinking and to establish new priorities in education. All students need the opportunity to develop an awareness of their own potential, a sense of dignity and pride in accomplishment, and the confidence to move forward to their goals.

Too often educators confuse and frustrate youth who are attempting to find meaning in life. Instead, educators need to help each student move toward the next step of a career plan by means of realistic experiences and activities that give the student the opportunity to become aware of his "self" as it relates to the choice of an education, an occupation, or leisure activity.

Some see our educational system as inadequate to meet the challenge of new directions. I do not subscribe to this view. I do acknowledge, however, that valid criticism has caused a move toward school reform to emerge. Valid criticism has enabled us in education to learn where we have failed and has forced us to reexamine the methods and goals by which we can best help youth participate in the planning of their education and the improvement of our society.

One major educational thrust that holds the promise of making education more meaningful to all students of all ages is career education. With the support of the State Board of Education in September, 1971, I gave a priority status to this concept, established a Career Education Task Force, and gave the members of the task force a charge to determine the state of the art in career education; to make explicit what the concept "career education" means; to develop operational career education models; to provide statewide leadership in career education efforts; and to outline a strategy for state leadership in the development and expansion of career education.

It is exciting to reflect on the implications that the concept of career education can have for change in our educational institutions and programs. By helping youth think about the many options and alternatives that are available and by helping them to make the best use of their talents, abilities, and skills, we can demonstrate the relationship and relevance of the educational process to work, leisure, and life-style choices. Now, if we can identify the basic fundamental skills as well as the job skills each student needs and can facilitate their development at the peak of each person's interest, then career education--education for the totality of one's life experiences--will have become a reality.

Career education moves the school out of the isolated "ivory tower" position for interaction with the total community. This process is the means by which change and mutual benefit can occur. Every child's and adult's talents, skills, and abilities need to be developed on a firm foundation of living and livelihood. The infusion of career education into the total educational process enhances all subject matter, all disciplines, and it affords educators the opportunity to translate the educational process into instruction that is more useful, usable, and relevant for all students.

Superintendent of Public Instruction

Preface

This position paper is designed to provide the reader with an overview of career education in California. The need for career education is identified and a philosophy established to accommodate that need. A great diversity exists in California schools; therefore, the proposed model for career education contained in this publication—with associated goals, components, and infusion processes—provides general guidelines for district- and school-level activities.

Properly implemented, the concept of career education promises to provide the bridge to relevancy between education and work that many educators have sought but have yet to achieve fully. The concept calls for a comprehensive system that is responsive to the needs of each individual in identifying interests, aptitudes, and aspirations. The system must correlate these needs with occupational opportunities and provide for the necessary educational program to develop fully the skills needed to fulfill realistic aspirations.

This publication was prepared as a statement on the position of the California State Department of Education pertaining to the concept of career education. Departmental staff members who prepared the statement are Brenton R. Aikin, Chief, Bureau of Business Education; Rex C. Fortune, Secondary/Adult Education Program Manager; Stan Pogrow, formerly Consultant, Office of Program Planning and Development; and Patrick J. Weagraff, Director, Career Education Public Services Cluster Project. This group sought and received input from many units of the Department.

The Department solicits the interest and support of all segments of the educational community in the ensuing infusion phase of this career education effort. Reactions and recommendations pertaining to this position paper are welcomed.

WILLIAM E. WEBSTER
Deputy Superintendent for Programs

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The Rationale for Change

It is difficult to say where or when career education started. A number of school districts experimented with career education during the sixties. By 1970, career education was on its way to becoming one of the dominant movements in education when Sidney P. Marland took the helm of the U.S. Office of Education as Commissioner of Education and declared that career education was one of his five major concerns.

Efforts of State Department of Education

The need for systematic career education has been apparent to many in California. Aware of this need, the California State Department of Education has been attempting to increase its efforts in career education and enlarge the vocational education component to meet today's educational needs more effectively and efficiently. Wilson Riles, Superintendent of Public Instruction, has commented on career education as follows:

> The vocations helped build this country, and the vocations ought to be built into our school system in a fundamental way, not as an appendage. There are few things more relevant than a job. Our schools ought to reflect this fact realistically. Students should be introduced to the widest possible choice of career options and at an early age. They should have an equal chance to develop their talents, whatever they may be. Career decisions should be based upon competent guidance and concerted program design—not upon chance.

The position advocated by the Superintendent is not intended to replace academic education with vocational education; rather, the intent is to increase the range of options available to students as they engage in interdisciplinary educational experiences, develop career plans, gain exposure to the world outside the school, and progress from the school program into a continuous process of work and learning.

The State Department of Education has responded to Superintendent Riles' leadership and direction. For example, the Vocational Education Support Unit has provided significant resources and technical assistance to help develop a program of career education in California. The Career Education Task Force, made up of members from all units in the Department, has prepared a set of student-oriented goals and has established demonstration programs, from the kindergarten through

the adult level, in selected school districts. In addition, the task force has provided a focal point for career education activities throughout California.

Efforts of State Board of Education

The California State Board of Education is similarly concerned about career education. In a policy statement adopted on April 11, 1969, the State Board observed that "too often, many youth have received an education which has not provided them with proper career preparation nor the desire to obtain it. . . ."[1]

Clearly, there is a concern and growing commitment toward career education on the part of both federal and state policy makers and educators.

Need for Career Education in California

Most students are enrolled in courses of study designed to prepare them for the next level of education. They generally defer career decisions and vocational education until their schooling has been completed or almost completed. Jerome Bruner comments on this tendency to delay as follows:

> The decision to delay vocational or job decisions until comparatively late in the life cycle inevitably makes fuzzy one's definition of oneself as an adult, for at the very moment the young man is seeking authenticity, the only legitimate role that is open to him is that of student. Youth culture becomes more deeply entrenched, more prolonged, more ideologically in opposition. . . .[2]

Schools should seek to utilize the human resources, services, and facilities of a variety of institutions and organizations in the community.

Career decisions should be based upon competent guidance and concerted program design—not upon chance.

High College Dropout Rate

Many students not only fail to develop plans until the end of their schooling but do not even reach their educational goals. A two-year study of vocational education in California conducted for the State Board of Education points out the following facts:

- Of all entering University of California students, 15 percent drop out before the completion of the sophomore year.
- Of all entering state college students, 32 percent drop out before completion of the sophomore year.
- Of all entering community college students, 56 percent drop out before obtaining the associate of arts degree.
- Only 20 percent of all students were enrolled in vocational education.[3]

The need for career education is further evident when one realizes that only 20 percent of the jobs listed by the Department of Labor require a college degree. Yet 80 percent of the students on the secondary level are enrolled in a general education or college preparatory program.

Lack of Comprehensive Program

California's schools are primarily concerned with preparing students to enter the next level of schooling. They do little toward preparing students to make the transition from school to the labor market.

Counselors, teachers, and administrators in elementary and secondary schools spend little time relating instructional materials to work, informing students about work, and teaching the skills that students will need to achieve success as workers. This lack occurs even though approximately half of the students enrolled in high school enter the labor market upon graduation. As a result of not receiving help, students leave high school without definite career goals based on adequate information and without the skills needed to reach their full potential. A recent statewide poll of student leaders in California conducted by the student representative to the State Board of Education indicated that the absence of programs related to career choice was a major concern of the students.[4]

The lack of a comprehensive program of career development and preparation in the elementary and secondary schools affects the college-bound student as well as the terminal student, particularly since graduation from an institute of higher education no longer guarantees one entry into a profession. A recent nationwide poll of college freshmen conducted by the American Council on Education revealed that a growing number of freshmen are unsure about a field of academic interest or about career plans.[5] Clearly, an imbalance exists between educational need in California and the curriculum in the schools.

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[1]Official minutes of the California State Board of Education, April 11, 1969.

[2]Jerome Bruner, "The Continuity of Learning," *Saturday Review of Education* (March, 1973), 21-24.

[3]*A Policy and System Study of California Vocational Education.* A report prepared for the California State Board of Education by Arthur D. Little, Inc. Sacramento: State of California, pp. 33-34.

[4]Roger Moore, "Results of the Student Questionnaire." Compiled for the California State Board of Education, 1972.

[5]*Education U.S.A.* (March 5, 1973), 146.

A Statement of Philosophy

On the basis of the need that exists in the schools, the state of California should make a commitment to provide career education experiences for all.

A new era in public and private education in California is approaching in which relevant, dynamic, comprehensive "career-centered" concepts are becoming a reality at the elementary, secondary, postsecondary, and adult levels. Accordingly, the philosophical statements that appear to be appropriate are the following:

1. In conjunction with the philosophy of equal opportunity, those involved in career education must try to increase the awareness and aspirations of all students and expand their career options to an equal degree without regard to stereotypes based on race or sex.
2. Any dichotomy existing between academic and vocational education is becoming outmoded at an increasing tempo.
3. Development of attitudes, basic educational skills, human relations skills, and habits appropriate for the world of work are equally as important as training in job performance skills.
4. Prevocational orientation is necessary to provide motivation and to introduce the realities of the world of work to youth and adults.
5. Career-centered instruction should be developmental; that is, continuous, not terminal. It should provide maximum alternatives for students to stay in school, to pursue advanced education, or to secure employment.
6. Like development in citizenship, in aesthetics, and in physical, social, and intellectual abilities, career development is a gradual and continuing process.

Career education should have a status of high priority within the State Department of Education. The Department should adopt a leadership role in the development of such programs throughout California. To achieve this goal, the Department should organize its operational structure to enable it to provide the variety of services necessary to assist school districts in successful implementation of such programs.

Implicit in this publication is the recognition that local autonomy and community involvement

in program development and management are required to implement career education successfully in school districts in California. Organizations, institutions, and agencies involved in the program should be given maximum flexibility within broad state guidelines to meet the needs of the learners they serve.

Career education should be a means to build bridges between knowledge, skills, life, and career preparation. Implicit in the commitment to make education more relevant is the recognition that learning occurs in a variety of settings other than the classroom and that it is impractical for schools to attempt to duplicate existing community facilities and/or services. Schools should seek to utilize the human resources, services, and facilities of labor organizations, business establishments, social service agencies, private and proprietary schools, institutions of higher education, public institutions, and the general community.

Career education cannot ensure the successful transition of youth from the school to the labor market without appropriate policies and actions on the part of government, industry, and organized labor. Therefore, the development of channels of communication between these organizations and the schools must have high priority at both local and state levels.

It is imperative that the career education thrust be sensitive and adaptable to the requirements of the rapidly changing career patterns in society. Career education must also be sensitive to the changing relationship between work and leisure in a society where the amount of leisure time is increasing.

A Proposed Model for California

In this section are presented (1) a set of goals appropriate for all students; and (2) the components of an educational strategy designed to meet these goals. Emphasis is placed on portraying how career education affects students.

Goals for Career Education in California

As a result of several career education workshops, the California Career Education Task Force developed a number of goals for students in California. Each student is to:

1. Develop early a continuing awareness of career opportunities and relate these opportunities to personal aptitudes, interests, and abilities.
2. Develop a positive attitude toward self and others, a sense of self-worth and dignity, and motivation to accomplish personal goals.
3. Develop a positive attitude toward work and appreciate its contribution to self-fulfillment and to the welfare and productivity of the family, community, the nation, and the world.
4. Recognize that educational experiences are a part of total career development and preparation.
5. Develop an understanding of the U.S. economic system and become aware of the relationship of productive work to the economy and to one's own economic well-being.
6. Achieve sufficient economic understanding and consumer competencies to make wise decisions in the use of one's resources.
7. Engage in the career development process by increasing self-knowledge, knowledge of the world of work, and knowledge of the society that affects it; and by accepting responsibility for a series of choices that carry one along the career development continuum.
8. Gain career orientation to increase exposure to the options available in the world of work.
9. Plan and participate in a program of career exploration contributing to personal and career satisfaction.

10. Acquire salable skills leading to entry-level employment in one or more occupations and in-depth exposure to the world of work designed to provide the general skills needed to enhance the employability of the individual.

Definition of Career Education

The term *career education*, as contained in the goals developed by the California Career Education Task Force, is defined as an educational thrust designed to (1) infuse concepts of career development and preparation into all the disciplines and educational experiences for all learners at all levels; and (2) provide each student with a coordinated educational experience consisting of career awareness, career exploration, career preparation, career guidance, and placement.

Infusion of Concepts of Career Development and Preparation

Career education is a comprehensive educational thrust that affects instruction at all grade levels and in all subject-matter disciplines. As expressed in the goals previously listed, career education concepts would be infused into each subject-matter discipline in such a way that the career development of students would become one of several major themes reflected in all instruction.

In music education, for example, students would become aware of career possibilities in music. They would explore musical occupations, both directly and indirectly, to the extent that such opportunities are available. They would focus on the development of skills which could be leisure skills or occupational skills at different points in the individual's life. The schools would assume responsibility for helping students who have a serious interest in music and are capable of succeeding to receive further training in school or to secure employment.

The example of the impact of career education on music education is equally appropriate for science, foreign language, or any other subject-matter discipline. However, it is important to note that each subject-matter discipline has major themes that do not contribute to career development. In music education, for example, a major theme or purpose of instruction is to contribute to the aesthetic development of the student. The emphasis for this instruction would be placed on general knowledge, basic understanding, and appreciation for music.

The infusion of career education concepts into each subject-matter discipline is only one aspect of the impact of career education. Generally, it is proposed that career education seek to blend the development of academic skills, leisure skills, and vocational skills as illustrated in Figure 1. Undoubtedly, this blending will involve interaction between the school and the community to a greater extent than now exists. Further discussion of the general impact of career education on the total experience of students is presented after a description of the career education components.

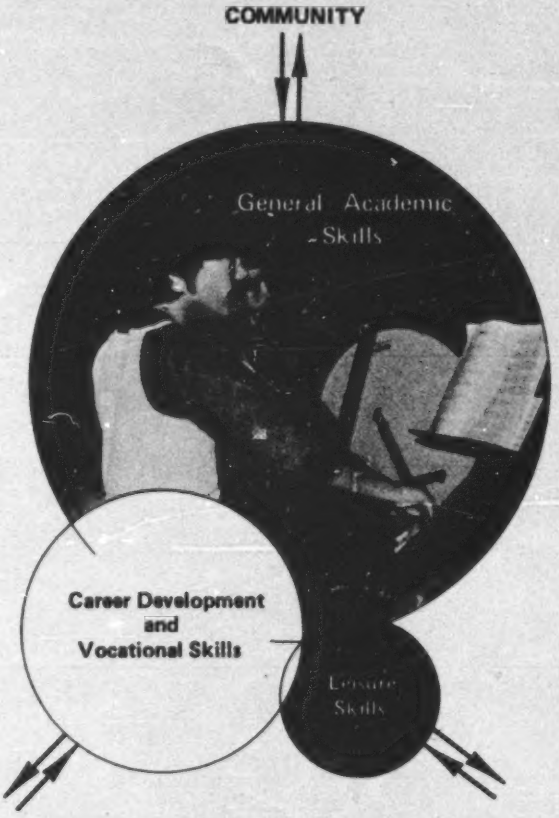


Fig. 1. Blending of general/academic skills, leisure skills, and career development and vocational skills

Components of Career Education

The components of career education are career awareness, career exploration, career preparation, career placement, and career guidance. Each component is described in this section.

Career Awareness

In the career awareness component, students acquire knowledge about the world of work. Career awareness is a developmental process in which students learn about the wide range of career options available to them. Students learn to differentiate between occupations; they learn about the characteristics of workers, the reward structure, and entry requirements (educational and others) for a wide variety of occupations. Students also develop competencies designed to help them reconcile these characteristics, rewards, and requirements with their own abilities, interests, aptitudes, and values. In so doing, they learn to make realistic career choices.

Learning occurs in a variety of settings other than the classroom.

Career Exploration

The career exploration component is a planned educational program whereby students obtain on-site observation, instruction, and "hands-on" experience in a wide variety of occupations. The duration of each exploration is limited to the time required for the student to understand what it is that people do in that occupation. This activity is closely coordinated with career guidance activities so that exploratory experiences are organized around those careers in which the student is interested and is potentially capable.

Career Preparation

Career preparation is here used in the broad context of preparation for a wide variety of jobs ranging from semiskilled occupations to the professions. This component is designed to ensure (1) that students leaving the secondary school have specific salable skills necessary to enter and succeed in an identified occupation(s); or (2) that they have reached a predefined competence level enabling them to enter further career preparation at another institutional level, such as a technical trade school, junior college, or college. Career preparation embraces four areas:

Students obtain on-site observation, instruction, and "hands-on" experience in a wide variety of occupations.

General academic education. Opportunities for the development of competencies in basic skills, academic subjects, fine arts, applied arts, and human relations are provided.

Vocational education. Opportunities for the development of specific competencies needed for entrance into occupations are provided.

A common core of occupational competencies. This core consists of those occupational skills, knowledges, and acuities associated with most jobs. Adequate research is available to enable curriculum planners to identify these competencies. It is conceivable that, because of size, location, or other factors, many communities may not find it feasible to offer programs in all occupational areas. The common core affords such districts a halfway step to enable sudents to develop competencies that will make them more readily employable in all job areas.

General exposure to the world of work. Here the student is provided with opportunities to engage in a work role so that he can develop the general types of skills, such as human relations skills, which enhance his employability.

Although students will not necessarily engage in all four career preparation programs, these programs provide the flexibility to ensure that all students can prepare to enter the career(s) of their choice.

Career Placement

The career placement component provides assistance to students to help them to enter the next level of schooling, the labor market, and/or other environments satisfying to their needs and desires.

Career Guidance

The career guidance component is developmental in nature, beginning in kindergarten and continuing throughout an individual's adult life. It assists students in career planning and decision making and enables them to examine life-styles; clarify their own values; and investigate work, education, and leisure alternatives. Students are thus provided with the means whereby they can identify goals.

It must be emphasized that the components that have been listed are not discrete but tend to overlap. It must also be emphasized that the components of career education apply in varying degrees from kindergarten through adult education. Career education, particularly the career preparation, guidance, and placement components, must have the flexibility needed to serve the needs of adults seeking to reenter the educational system. Adults are thereby enabled to upgrade existing skills, develop new skills, and/or replace skills made obsolete because of technological innovation.

Organization of the Cluster Framework

The problem of establishing a comprehensive career education thrust is compounded by the complexity of the American economy and the diversity of the American labor force. For example, the *Dictionary of Occupational Titles,* prepared by the Department of Labor, contains 45,000 entries. Obviously, dealing with each of these individual jobs would be administratively impossible when a career awareness program or another component of career education is being designed or implemented. The only feasible solution is to group these jobs into a series of manageable clusters. Although it is not feasible to deal with 45,000 separate jobs, it is feasible to deal with 15 or 20 broad career clusters.

The U.S. Office of Education has developed a cluster scheme covering 95 percent of known jobs.

A student learns about the wide range of available career options.

The clusters are as follows:

1. Business and office
2. Marketing and distribution
3. Communications media
4. Construction
5. Manufacturing
6. Transportation
7. Agribusiness and natural resources
8. Marine science
9. Environmental control
10. Public service
11. Health
12. Hospitality and recreation
13. Personal service
14. Fine arts and humanities
15. Consumer and homemaking

Provided that they are modified when called for, these clusters appear appropriate for use in California. School districts should, however, select the particular number of clusters that best meets their local needs. Each cluster includes jobs at all levels, from entry-level through skilled jobs, technical jobs, and professional jobs. That is, each cluster contains logical career ladders requiring increasing levels of education.

Each of the 15 clusters is enduring; that is, each cluster represents a continuing societal function to be carried on into the future. For example, it can be assumed that our society will be manufacturing things, constructing things, transporting things, and providing health services for people. Therefore, clusters in the manufacturing occupations, construction occupations, transportation occupations, and health occupations are likely to be enduring. Although individual jobs within these clusters may be phased out because of technological change, other new jobs will emerge in those clusters to take their place.

The common core is made up of competencies that are common to all the clusters. In addition to providing some of the basic skills requisite for employment in all occupations, the common core approach tends to cut down the overlap in academic or related instruction among clusters for students engaged in the development of salable skills in more than one cluster area.

Impact of Career Education on Students

The following paragraphs deal with the impact of career education on students as they progress through the various levels of the educational system: elementary school, junior high school, high school, and adult education.

Elementary School Level

At the elementary school level, kindergarten and grades one through six, career awareness activities would now emphasize decision-making skills, values clarification, and the exploration of occupational clusters and their contributions to society. Work

Career awareness at the elementary level begins with an investigation of the work roles of the student's family and of those in his immediate environment.

would be introduced as a means for the student to achieve personal satisfaction and for society to accomplish its ends.

Career awareness at the elementary level begins with an investigation of the work roles of the members of the student's family and of those persons encountered in the immediate environment. The scope of the investigation would be broadened gradually to encompass the larger community, the state, and the nation.

Students would also begin to develop skills to prepare them for decision making and career planning. When possible, students would begin to develop skills in the practical and fine arts to develop as wide a variety of skills as possible. In addition, student interest in the practical and fine arts would be used as a motivational base for increasing proficiency in the basic communication skills of reading and writing.

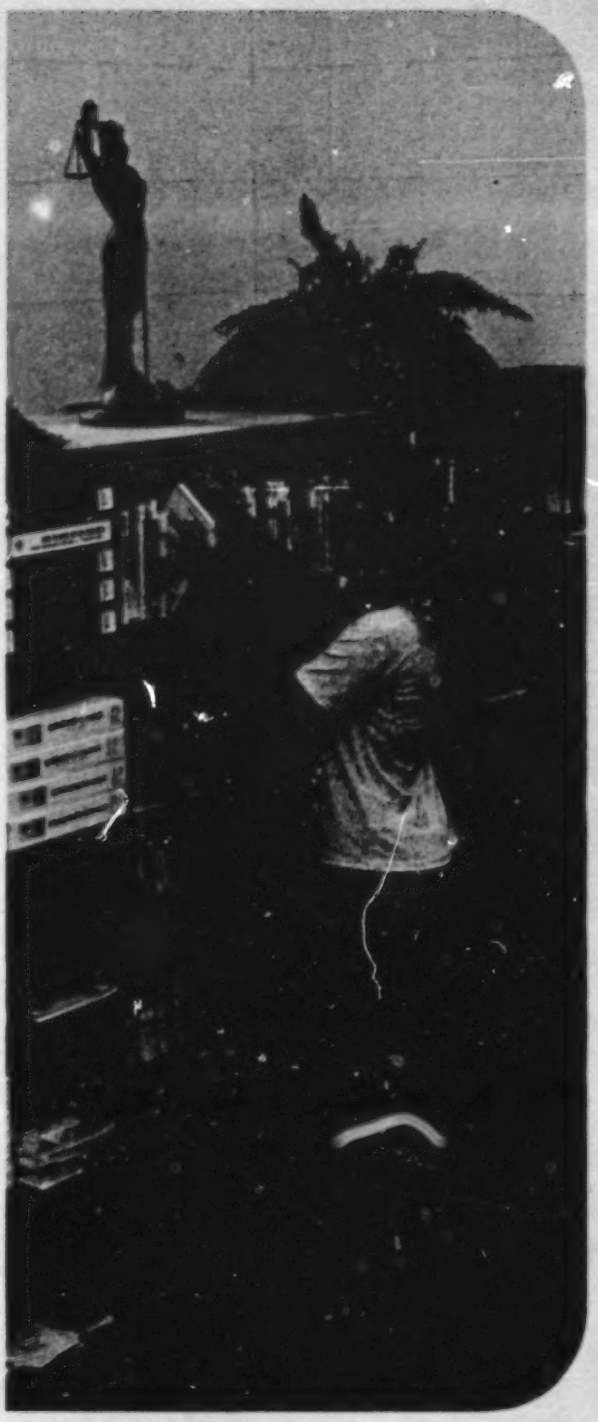
At the elementary school level (and later at the junior high school level), students would develop an awareness of the full range of career opportunities available by becoming familiar with the career clusters.

Junior High School Level

At the junior high school level, students would gain "hands-on" experience in as many clusters as are consistent with their values, interests, aptitudes, and abilities. At this level guidance begins to play an increasingly important role in helping the student relate the previously mentioned characteristics to the making of tentative career cluster choices.

High School Level

At the high school level, the components of career awareness, career exploration, and career guidance would continue to influence the student. On the basis of knowledge and experiences derived from these components, students would make tentative career choices and develop tentative career plans and sequences of appropriate educational activities. Ideally, these plans would involve preparation for a range of occupations within at least one cluster. Opportunities would always be



Students should be introduced to the widest possible choice of career options.

present for changing career choices and revising career plans.

When they have developed career plans, students would enter career preparation modes designed to prepare the students to implement their plans. This preparation would consist of general academic preparation, instruction in the common core of occupational competencies, vocational education, and/or a general exposure to the world of work.

Students should achieve the general academic competencies to enable them to pursue higher education as well as the common core competencies designed to enhance the employability of the individual. Districts should have complete freedom to choose a curricular strategy to inculcate these competencies in students.

In addition, all students should develop salable skills related to specific occupations by engaging in a vocational education program or by gaining a general exposure to the world of work. All students should have both options available to them.

Figure 2 illustrates the career preparation activities recommended for all students as well as the means for delivering vocational education programs and a general exposure to the world of work. These means are described as follows:

Institutional vocational education. This category refers to traditional programs in vocational education utilizing classroom and laboratory instruction in schools.

Paid employment. Under this option the student would engage in either part-time or full-time employment. It is proposed that there be paid employment as follows:

1. *General paid employment.* This option, which is similar to general work experience, is designed to provide maturing experiences for students. When possible, this employment should be related to an individual career plan.
2. *Cooperative vocational education.* This approach utilizes paid employment as an alternative means in the vocational instruction process. Under this option the student's employment is directly related to an occupational training program and is coordinated with classroom instruction.

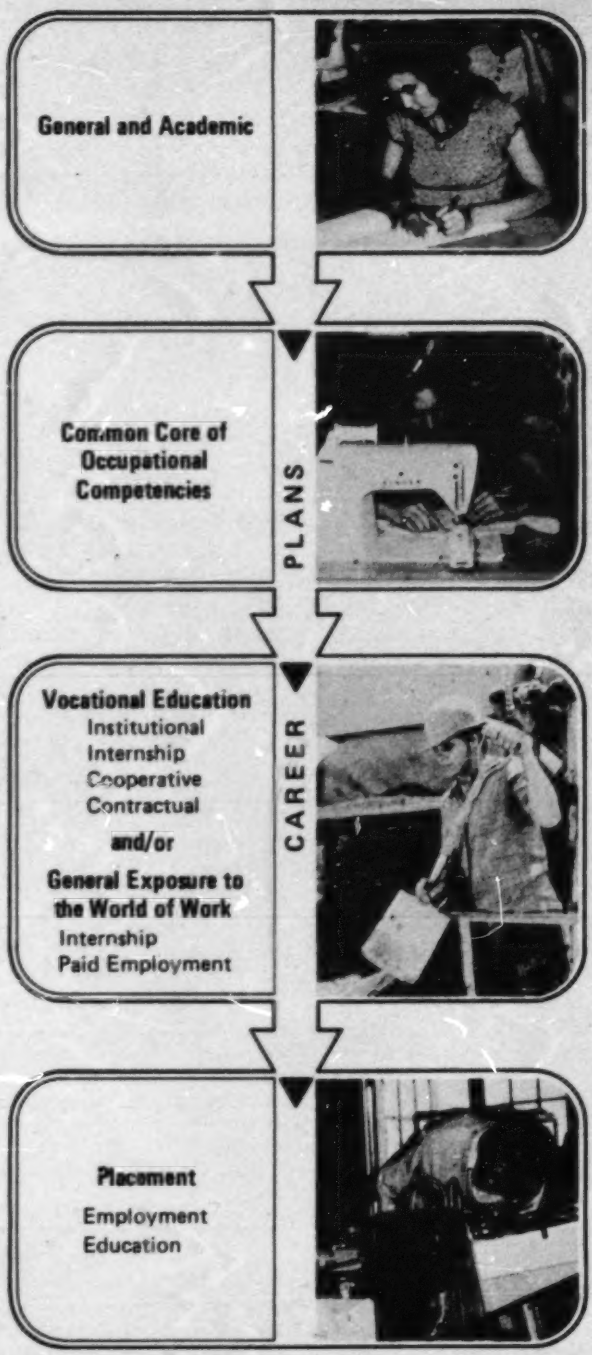


Fig. 2. Recommended student flow – Career preparation and placement

Contracted vocational instruction. Under this option students are placed in public and private agencies providing opportunities for learning salable skills on a contractual basis.

Community internship. The internship program would consist of service in a full-time nonpaid position in a community agency or business for at least one semester (18 weeks). As an alternative a student could work in two positions during the semester, but not more than two. The purpose of this limitation is to ensure that the student is participating in an intensive educational experience in a work setting.

Such placements should be coordinated through the school and should be consistent with the student's career plans. When possible, a contract should be developed with the student, employer, and school coordinator, specifying the skills and level of competency the student should attain.

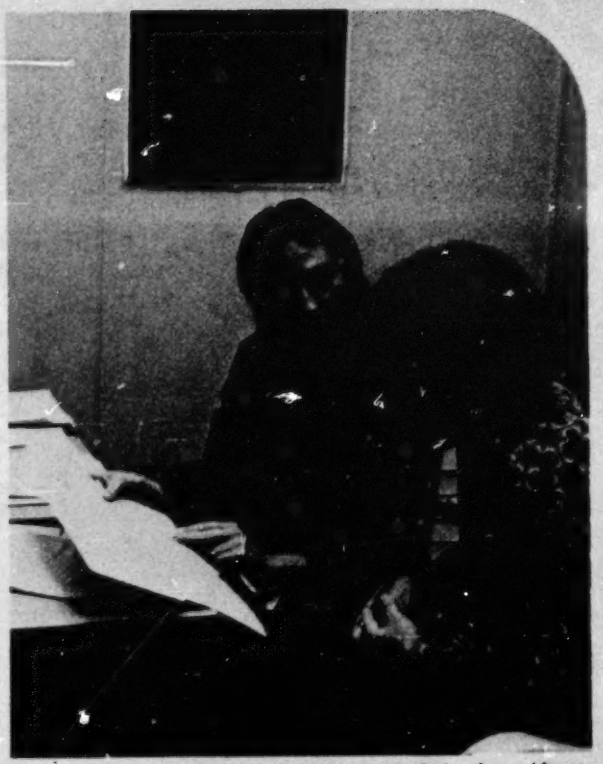
The types of internships being proposed are the following:

1. *General community internship.* This internship would provide the student with opportunities to develop the many general skills, such as human relations skills, that enhance employability.
2. *Vocational internship.* This internship would provide the student with opportunities to develop salable skills related to the occupation in which he interned.

Upon completion of the career preparation phase, the school would assist the student in entering the labor market or the next level of schooling.

Career Education for Adults

Evidence exists of a shift in life-styles whereby individuals are increasingly changing careers voluntarily.[6] In addition, job obsolescence resulting from technological change is forcing individuals to change jobs several times during their working careers.



It is necessary for career education—particularly the guidance, preparation, and placement functions—to be made available to all persons throughout their working lives.

As a result of this shift, the need and demand for continuing educational opportunities are becoming increasingly evident. The notion of an individual being able to formulate career plans sufficient for an entire working life is no longer valid. Therefore, it is necessary for career education—particularly the guidance, preparation, and placement functions—to be made available to all persons throughout their working lives.

Development and Operations at the District Level

In all school districts intensive preparation activities followed by operational planning and execution are necessary. Primary focus at this level would be on the following subsystems:

1. Curriculum development
2. Community exploration and involvement

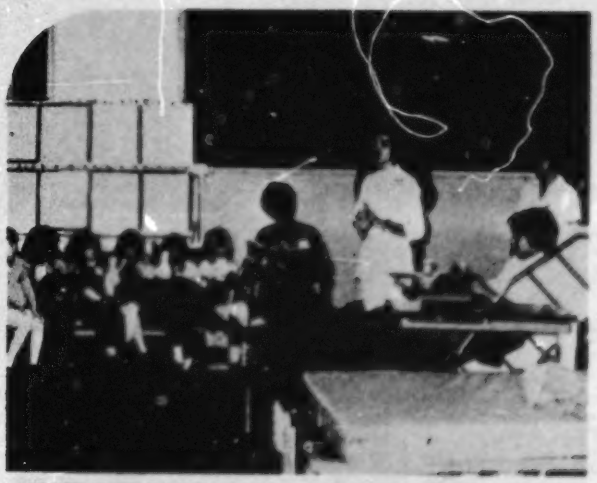
[6]The following citations discuss the growing phenomenon of the midcareer change:

George J. Beckwitt, "Management—Sitting on a Time Bomb?" *Dun's* (July, 1972), 38–41.

Dale L. Hiestand, *Changing Careers After Thirty-Five.* New York: Columbia University Press, 1971.

Kenn Roger, "The Mid-Career Crisis," *Saturday Review of the Society* (February, 1973), 37–38.

Damon Stetson, *Starting Over.* New York: The Macmillan Co., 1971.



3. Inservice training of school staffs
4. Systems management
   a. Needs assessment
   b. Program planning
   c. Program development
   d. Program implementation
   e. Program evaluation
5. Learner management
   a. Collection of base-line data on each individual student
   b. Testing
   c. Planning of appropriate learning activities
   d. Monitoring of individual progress
   e. Evaluation
6. Placement

Curriculum Development and Organization at the School Level

Successful implementation of career education requires many changes in the traditional curriculum and organizational structure of the school. The major areas of change are curriculum content, instructional process, career guidance, and placement service.

Curriculum Content

Career education implies a modification of curriculum content in all subject-matter disciplines for all grade levels as career development and

Career education is a comprehensive educational thrust that affects instruction at all grade levels and in all subject-matter disciplines, as illustrated here in portrayals involving medical and legal occupations.

preparation concepts are infused into the existing curriculums. Vocational education programs would have greater breadth to include a larger number of the clusters than they now do.

Instructional Process

Examples of instructional strategies needed if the schools are to provide the students with the educational experiences which have been described are the following:

Use of community resources. So that students can be provided with exploration and preparation opportunities in a wide range of occupations, greater use of community resources as instructional agents and settings is essential. More effective liaison between the school and community must be developed if this objective is to be accomplished. It is also to be expected that schools would increase their capability of transporting students so that the students could take advantage of the needed opportunities for exploration.

Individualized instruction. The school would have to organize its program to enable each student to engage in appropriate career development and preparation activities consistent with the individual's needs, interests, and abilities.

Team teaching. When appropriate, the use of team teaching would be an effective means of developing an interdisciplinary curricular approach.

Performance-based criteria. Inherent in the concept of mastering predefined skill levels of a common core of occupational skills is the concept that performance rather than time spent should be the major criterion for evaluating educational accomplishment and placement.

Peer and cross-aged tutoring. Encouraging students to transmit their skills to their peers and to younger students would appear to be one way in which schools can increase the variety of skills presently transmitted to students and thereby enhance the probability that the students will be

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able to achieve economic independence. In addition, research shows that the tutoring process improves the performance of both tutor and learner.

Career Guidance

Existing guidance programs in the school are oriented toward preparing the student to enter college. To implement a comprehensive career guidance program, schools would have to develop a career guidance program coordinated with the other components of career education. Some approaches used in existing career education sites have included career centers, differentiated staffing of guidance functions, and inservice training of existing guidance personnel.

Placement Service

Most schools provide little assistance to students seeking to enter the labor market. Under the career education concept, schools would have to develop a capability to assist the student in finding employment. This development would not, however, be at the expense of services designed to assist students in gaining admission to college.

Resources for Career Education

Additional or redirected resources, or both, will be needed at the local level to make career education available to all students in California.

Evaluation of Process and Product

Special attention will have to be paid to the evaluation of both the process and product of the career education thrust. Processes that concern both individuals and the operation of schools will be studied. The product evaluation will center on student outcomes. The State Department of Education will prepare sample evaluation designs and recommend these designs to local educational agencies.

Staff Development and Management

Given the complexity of implementing a comprehensive career educational effort, beginning in kindergarten and extending through adult education, a massive program of staff development would be required. Career education would require short-run and long-run strategies of professional development. The short-run strategy would include inservice training for administrators, counselors, teachers, and other personnel in the field who have responsibility for instruction.

Also included would be special workshops involving counselors and community resource people to establish and improve school-community resource sharing. These workshops would pave the way for improving vital clusters of career education, such as exploration in the local community, work experience programs, and communication between the community and the school.

A long-term strategy of professional development would include coordination with universities to generate research, develop theory, and promote the career education theme in the regular preservice professional programs in teacher training, guidance and counseling, general administration, and curriculum and instruction.

Management systems would have to be developed to assist, monitor, and evaluate the implementation of career education. Given the many components of the overall career education thrust, prime attention must be given to ensure the incorporation of the components into a cohesive, coordinated effort.

Concern for Racial and Ethnic Minorities

To achieve the expected outcomes of career education for all students, varied instructional approaches and support services must be provided in accordance with the diverse backgrounds and needs of the students. For example, racial and ethnic minorities have traditionally been discriminated against. They have low socioeconomic status and lack upward mobility in the economic, political, and social sense. A concentrated effort should be made to address the unique needs of minority students. This effort would be designed to accomplish the following:

- Raise and maintain a high level of teacher and staff expectations for such students.
- Raise the level of student aspiration and motivation.

- Improve pupil competency.
- Provide opportunities for awareness, exploration, and preparation experiences of high quality at the elementary and high school levels.
- Provide high-quality placement services in postsecondary school employment or higher education.

Those most reluctant to support career education are perhaps those persons who have special reasons for protecting the interests of racial and ethnic minorities. Their reluctance is based on the fear that insensitive teachers, counselors, placement officers, and others could inadvertently or deliberately provide minority students with damaging career education experiences. The result, these persons fear, would be the perpetuation of the relatively low career status of minority persons and, in turn, relatively low socioeconomic status.

This fear has been expressed with sufficient frequency and intensity to justify program mechanisms designed to safeguard against these perceived negative outcomes of career education. These safeguard mechanisms could include (1) parent participation in program planning, development, implementation, and evaluation; (2) affirmative action components; and (3) ethnically based support services from local communities to provide tutorial services, motivational activities, guidance, and the like. These mechanisms would become important assets to the career education thrust.

The need for special efforts on behalf of racial and ethnic minorities should be verified by each local educational agency. The level of concern about this issue throughout California is such that it merits further examination by each school district that serves students from racial and ethnic minority groups.